

2022 Annual Implementation Plan

for improving student outcomes

Little Bendigo Primary School (2093)



Submitted for review by Anthony Tait (School Principal) on 22 December, 2021 at 08:24 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 18 February, 2022 at 03:33 PM
Endorsed by Jamie Tobin (School Council President) on 19 February, 2022 at 11:23 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The 2021 School Review Report has been shared with staff and school council. Consideration was given in the draft 2022-2025 SSP to the FISO 2.0 dimensions.
Considerations for 2022	The priority is to develop and implement the 2022-2025 SSP and 2022 AIP. AIP targets for each year from 2022 to 2025 are attached.

Documents that support this plan

Copy of SSP AIP TARGETS 2022 to 2025.xlsx (0.01 MB)
Little Bendigo PS_2021 review report_SWVR.docx (1.72 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise learning growth and achievement for all students.
Target 2.1	<p>By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN (two year moving average)</p> <ul style="list-style-type: none"> • Reading to increase from 91% (2021) to 95% or above • Writing to increase from 64% (2021) to 85% or above • Numeracy to increase from 73% (2021) to 90% or above
Target 2.2	By 2025 increase the percentage of students achieving in the top two bands in NAPLAN (three–year mean based on aggregated data)

	<p>Year 5</p> <ul style="list-style-type: none"> • Reading to increase from 29% (2021) to 35% or above • Writing to increase from 11% (2021) to 25% or above • Numeracy to increase from 14% (2021) to 30% or above
Target 2.3	<p>By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm-referenced/standards-based data sets).</p> <ul style="list-style-type: none"> • Reading from 92% (2020) to 95% or above • Writing from 83% (2020) to 90% or above • Number and algebra 91% (2020) to 95% or above
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	To further embed consistent high-quality instructional practices across the school.
Key Improvement Strategy 2.b Building practice excellence	To build the capacity of teachers to utilise assessment information to inform differentiated learning.
Key Improvement Strategy 2.c Evaluating impact on learning	To monitor and evaluate the impact of teaching practice on student learning outcomes.
Goal 3	To improve learner agency.
Target 3.1	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 69% (2020) to 80% or above

	<ul style="list-style-type: none"> • Stimulating learning from 77% (2020) to 87% or above • Differentiated learning challenge from 88% (2020) to 92% or above • Self-regulation and goal setting from 88% (2020) to 92% or above
Target 3.2	<p>By 2025 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 73% (2020) to 85% or above • Collective efficacy from 81% (2020) to 90% or above • Trust in students and parents from 74% (2020) to 86% or above
Target 3.3	<p>By 2025 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 88% (2020) to 94% or above • Stimulating learning environment from 84% (2020) to 90% or above • School improvement from 82% (2020) to 87% or above
Key Improvement Strategy 3.a Building practice excellence	To build teacher capacity to activate learner agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	To embed a whole school strategy for students to develop and monitor their own learning goals and track progress.
Key Improvement Strategy 3.c Parents and carers as partners	To enhance authentic learning partnerships between students and key stakeholders.

Goal 4	To improve student mental health.
Target 4.1	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Advocate at school from 82% (2020) to 88% or above • Sense of connectedness from 73% (2020) to 80% or above • Sense of confidence from 77% (2020) to 82% or above
Target 4.2	<p>By 2025 decrease student absence rates:</p> <ul style="list-style-type: none"> • Percentage of students with 20 or more absence days from 23% (2020) to 20% or less.
Key Improvement Strategy 4.a Health and wellbeing	To embed a whole school approach to students' mental health.
Key Improvement Strategy 4.b Building practice excellence	To build staff capacity to support complex social, emotional, physical and wellbeing needs.
Key Improvement Strategy 4.c Networks with schools, services and agencies	To strengthen and broaden relationships with parents, carers and local health care providers.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To achieve these academic targets by the end of 2022:</p> <ul style="list-style-type: none"> • Increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN (2 year moving average) <ul style="list-style-type: none"> o Reading 92% o Writing 70% o Numeracy 80% • Increase the percentage of students achieving in the top 2 bands in NAPLAN (3-year mean based on aggregated data) <ul style="list-style-type: none"> o Reading 30% o Writing 15% o Numeracy 23% • Increase the percentage of students across the school (Prep to Grade 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets). <ul style="list-style-type: none"> o Reading 93% o Writing 84% o Number & Algebra 92% <p>To achieve these survey targets by the</p>

			end of 2022: STUDENT Voice & Agency 71% Stimulating Learning 80% Differentiated Learning Challenge 89% Self Regulation & Goal Setting 89% Advocate at School 84% Sense of Connectedness 75% Sense of Confidence 79% STAFF Academic Emphasis 76% Collective Efficacy 83% Trust in Students & Parents 77% PARENTS Participation & Involvement 89% Stimulating Learning Environment 85% School Improvement 83%
To maximise learning growth and achievement for all students.	No	By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN (two year moving average) <ul style="list-style-type: none"> • Reading to increase from 91% (2021) to 95% or above • Writing to increase from 64% (2021) to 85% or above • Numeracy to increase from 73% (2021) to 90% or above 	
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To improve student mental health.	No	<p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Advocate at school from 82% (2020) to 88% or above • Sense of connectedness from 73% (2020) to 80% or above 	

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12 Month Target 1.1	<p>To achieve these academic targets by the end of 2022:</p> <ul style="list-style-type: none"> • Increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN (2 year moving average) <ul style="list-style-type: none"> o Reading 92% o Writing 70% o Numeracy 80% • Increase the percentage of students achieving in the top 2 bands in NAPLAN (3-year mean based on aggregated data) <ul style="list-style-type: none"> o Reading 30% o Writing 15% o Numeracy 23% • Increase the percentage of students across the school (Prep to Grade 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets). <ul style="list-style-type: none"> o Reading 93% o Writing 84%

	<ul style="list-style-type: none"> o Number & Algebra 92% <p>To achieve these survey targets by the end of 2022:</p> <p>STUDENT</p> <ul style="list-style-type: none"> Voice & Agency 71% Stimulating Learning 80% Differentiated Learning Challenge 89% Self Regulation & Goal Setting 89% Advocate at School 84% Sense of Connectedness 75% Sense of Confidence 79% <p>STAFF</p> <ul style="list-style-type: none"> Academic Emphasis 76% Collective Efficacy 83% Trust in Students & Parents 77% <p>PARENTS</p> <ul style="list-style-type: none"> Participation & Involvement 89% Stimulating Learning Environment 85% School Improvement 83% 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	<p>Trust in Students & Parents 77%</p> <p>PARENTS</p> <p>Participation & Involvement 89%</p> <p>Stimulating Learning Environment 85%</p> <p>School Improvement 83%</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. To further embed consistent high-quality instructional practices across the school. 2. Using the PLC inquiry model, build the capacity of teachers to utilise assessment information and inform differentiated learning. The PLC model will continue to be used, with a focus on ensuring a common understanding of and use of formative assessment and triangulation of data. 3. To monitor and evaluate the impact of teaching practice on student learning outcomes, by using the PLC inquiry cycle as a whole-school in numeracy and literacy.
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. Teachers will be confident using the whole-school instructional models for literacy and mathematics 2. Students will know how lessons are structured and how this supports their learning 3. PLC's will meet to engage in reflective practice to analyse common student assessment tasks 4. Students will be supported to learn at their point of need 5. Through the PLC inquiry cycle, teachers will improve the impact of their teaching practice in numeracy 6. Teachers will provide regular feedback and monitor student progress using agreed data practices
<p>Success Indicators</p>	<p>Early Indicators:</p> <ol style="list-style-type: none"> 1. Differentiated curriculum planning documents and evidence of student learning at different levels 2. Classroom observations demonstrating the agreed instructional model 3. Scheduled time for PLC and observations in the timetable 4. Documentation and data from formative assessments

	<p>5. Student survey data from PIVOT Late Indicators:</p> <ol style="list-style-type: none"> 1. Student Survey Results - Differentiated Learning Challenge 2. Staff Survey Results - Collective Efficacy and Academic Emphasis 3. Post-test results from common assessments and Semester two teacher judgements 4. NAPLAN benchmark growth, in particular numeracy 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint a Curriculum and Assessment Coordinator	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,200.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning to embed numeracy practices and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,368.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Participation in Leading Mathematics	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,253.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the professional learning calendar and update to prioritise collaboration time in PLC's	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$393.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research evidence based approaches to improve teaching and learning in numeracy	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,572.00

		<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish systems to support students with additional learning needs		<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,199.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	1. Implement the Resilience, Rights and Respectful Relationships (RRR) curriculum 2. Support students to reengage through the arts 3. Establish a whole school approach to mental health and wellbeing				
Outcomes	1. Teachers will plan for and implement the RRR curriculum 2. Teachers will incorporate Be You mental health and wellbeing practices				

	<p>3. Students with emerging or acute wellbeing needs remain connected to school, peers and experience learning success</p> <p>4. Students identified at Tier 2 will be supported and engaged through the Arts program</p> <p>5. Teachers, leaders and the school community will share a common understanding of the whole school approach to mental health and wellbeing</p>			
Success Indicators	<p>Early Indicators:</p> <ol style="list-style-type: none"> 1. Documentation of frameworks, programs and resources to support students with mental health and wellbeing 2. Student engagement in wellbeing and mental health programs 3. Data used to identify students in need of targeted support 4. Evidence that staff have participated in the Be You and other professional learning <p>Late Indicators:</p> <ol style="list-style-type: none"> 1. Attendance data 2. Student Survey Results - advocate at school and school connectedness 3. Health and wellbeing dashboards 4. Semester two teacher judgements 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Respectful Relationships weekly sessions scheduled	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,218.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Art Connections Program at an individual and tailored level	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,158.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Be You Teacher Training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,250.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement whole school wellbeing practices, including planning and an agreed whole school approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,673.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$28,786.00	\$28,786.00	\$0.00
Disability Inclusion Tier 2 Funding	\$57,199.00	\$57,199.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.00	\$15,299.00	\$0.00
Total	\$101,284.00	\$101,284.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Appoint a Curriculum and Assessment Coordinator	\$5,200.00
Schedule and organise professional learning to embed numeracy practices and allocate time for teachers to plan for implementation	\$13,368.00
Participation in Leading Mathematics	\$8,253.00
Review the professional learning calendar and update to prioritise collaboration time in PLC's	\$393.00
Research evidence based approaches to improve teaching and learning in numeracy	\$1,572.00
Establish systems to support students with additional learning needs	\$57,199.00
Respectful Relationships weekly sessions scheduled	\$10,218.00
Art Connections Program at an individual and tailored level	\$1,158.00

Be You Teacher Training	\$1,250.00
Implement whole school wellbeing practices, including planning and an agreed whole school approach	\$2,673.00
Totals	\$101,284.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appoint a Curriculum and Assessment Coordinator	from: Term 1 to: Term 1	\$5,200.00	<input checked="" type="checkbox"/> School-based staffing
Schedule and organise professional learning to embed numeracy practices and allocate time for teachers to plan for implementation	from: Term 1 to: Term 4	\$13,368.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Participation in Leading Mathematics	from: Term 1 to: Term 2	\$8,253.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Review the professional learning calendar and update to prioritise collaboration time in PLC's	from: Term 1 to: Term 1	\$393.00	<input checked="" type="checkbox"/> CRT
Research evidence based approaches to improve teaching and learning in numeracy	from: Term 1 to: Term 4	\$1,572.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Totals		\$28,786.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish systems to support students with additional learning needs	from: Term 1 to: Term 4	\$57,199.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Portable amplification equipment • Sensory resources • Inclusive recreation equipment and resources • Literacy aids <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings)

Totals		\$57,199.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Respectful Relationships weekly sessions scheduled	from: Term 1 to: Term 4	\$10,218.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional teacher Experienced SEL teacher appointment This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Social and Emotional Learning RRRR Curriculum This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships Teaching Resources RRRR Curriculum Resources
Art Connections Program at an individual and tailored level	from: Term 1 to: Term 4	\$1,158.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release Release SEL teacher to lead program with students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Arts Therapy Art Connections (SFYSS)
Be You Teacher Training	from: Term 3	\$1,250.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health

	to: Term 4		<p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Be You National Initiative for Educators BE You - Online Professional Learning
Implement whole school wellbeing practices, including planning and an agreed whole school approach	from: Term 1 to: Term 4	\$2,673.00	<p><input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Staff Release Consultation with stakeholders, staff meeting time
Totals		\$15,299.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Participation in Leading Mathematics	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Bastow and some onsite
Be You Teacher Training	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Be You	<input checked="" type="checkbox"/> On-site